



The Influence of Character Education and Attitude Cultivation on Social Development Early Childhood in Garut District

*Tina Maryani¹, Rivo Panji Yudha¹, Hilmy Baihaqy Yussof², Toyirova Shahlo Izatovna³

¹Universitas Panca Sakti Bekasi Indonesia, ²Universiti Islam Sultan Sharif Ali Brunei

Darusalam, ³Institute of Bukhara State University Uzbekistan

Corresponding Email: tinamaryani1968@gmail.com*

Abstract

Education is a process in the form of transfer or improvement that embraces and involves various elements in achieving the expected goals. Early Childhood Education (PAUD) is basically an education given to children, taking into account aspects of child development. At this time, children experience extraordinary growth and development, cognitively, physically, socially and emotionally. Early Childhood Education (PAUD) is held to stimulate the growth and development of children who behave dynamically in places where the environment is highly influential. The problem formulation in this study is the extent of the impact of personality formation and attitude development on promoting social and emotional development in early childhood. The purpose of this study is to investigate whether personality and attitude formation affect the promotion of socio-emotional development in early childhood. When conducting a study, the author adopts methods that appear appropriate to clarify the measurement of the final outcome of the study conducted. That is, use a quantitative research method. Conclusion of survey results: 1) The value of tcount is larger than that of ttable. This shows that character building can enhance the social and emotional development of children. 2) The value of tcount is larger than that of ttable, which indicates that the social and emotional development of the child can be improved by cultivating the attitude. 3) In computer processing based on SPSS calculations, Fcount is larger than Ftable, showing that the combination of personality and attitude education can improve the social and emotional development of early childhood in the Garut District

Keywords: *Character Education, Cultivation of Attitudes, Social Intelligence*



© 2025, Author (s)

This work is licensed under a [Creative Commons Attribution-ShareAlike](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and the state (Fatimah, 2017). Education is the main factor in shaping the human person. Education is very instrumental in shaping the good or bad of the human person according to normative measures (Al-

Fraihat, Joy, Masa'deh, & Sinclair, 2020). Realizing this, the government is very serious about handling the field of education because, with a good education system, it is expected that the next generation of the nation will emerge who are qualified and able to adjust to living in society, nation, and state. Law No. 20 of 2003, Chapter 2, Article 3, on the National Education System, which states that the function of national education is to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, and competent (Fakhriyani, 2016).

Early childhood education (PAUD) is essentially education provided to children by paying attention to aspects of child development (Faizah, Hamzah, Farantika, Utama, & Anggia, 2024). During this period, children experience extraordinary growth and development in terms of cognitive, physical, and socio-emotional aspects (Odekon, 2015). Early childhood education (PAUD) is organized to stimulate children's growth and development, which occur dynamically where the environment is very influential. Character education in concrete terms will be better than just theory, but the direct process of cultivating attitudes that will later become things that are always done every day around their environment or become habituation for someone will be better. Early childhood is the golden age, when children like to imitate based on the attitude of someone they see. Children who have problems with their social-emotional intelligence will have learning difficulties, difficulty interacting with others, and cannot control their emotions (Aisyah Isna, 2019). These problems will affect their social and emotional development.

Based on the problems that occur, the author is encouraged to conduct research entitled "The Effect of Character Education and Attitude Cultivation on Early Childhood Social Development". In this study, the many problems are limited only to the discussion of character education as the first independent variable and attitude cultivation as the second independent variable. social-emotional development as the dependent variable. The formulation of the problem to be revealed in this study is related to the extent to which the influence of character education and attitude cultivation on improving the social-emotional development of early childhood.

Character education according to (Megawangi, 2009) defines character education as "an effort to educate children to make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment". Character education cannot be separated from the cultivation of a person's attitude because each individual is very closely related to their respective attitudes as their personal characteristics. Attitude, in general, is often defined as an action taken by an individual to respond to something.

(Suharyat, 2009) explains the attitude, which is defined as a reaction or response that arises from an individual to an object, which then leads to individual behavior towards the object in certain ways. Attitude cultivation according to (Agus, Mardapi, & Azwar, 2013) explains the components in the attitude structure, namely: cognitive components, affective components, and behavioral or conative components. To determine the direction of human attitudes, it can be seen from the attitude components that arise in an individual, whether negative or positive. (Mukhlis & Mbelo, 2019) divides early childhood social-emotional development into seven

dimensions, namely: (1) self-regulation, (2) compliance, (3) communication, (4) adaptive functioning, (5) autonomy, (6) affect, and (7) interaction with people. In order for the research to be optimally successful, it is necessary to first formulate the problems expressed in this study. From various previous descriptions, it can be formulated that the problems to be revealed in this study are related to the extent of the influence of character education and attitude cultivation on improving early childhood social and emotional development.

The results of this study are expected to be useful both theoretically and practically. namely, being able to contribute to the development of science, especially in the field of early childhood education, by comparing the theory obtained in lectures with practice. As for the practical, the results of this study are expected to contribute ideas and can be used as a benchmark for improving the social-emotional development of early childhood.

METHODOLOGY

The research will be conducted in 47 units of PAUD Education Institutions in Garut Regency that have partnered with the Indonesia Heritage Foundation in implementing CBHE (Character-Based Holistic Education). The research was conducted for 3 months, from April to June 2023. In conducting research, the author will use a method that is deemed capable of providing clarity on the size of the final results of the research conducted, namely by using quantitative research methods that are planned and careful problem-solving methods with a tightly structured design and systematically controlled data collection and aimed at developing theories that are concluded inductively within the framework of proving hypotheses empirically. Controlled conditions mean that the results of the study are converted into numbers for the statistical analysis used. (Sugiyono, 2017). According to (Margono, 2012) explains that quantitative research is a study that uses the logic of verification hypotheses that begin with deductive thinking to derive hypotheses, then conduct field testing, and draw conclusions or hypotheses based on empirical data. (AT)Data collection techniques for collecting quantitative information include questionnaires, planned interviews, tests, planned observations, inventories, rating scales, and ordinary measures.

Data processing steps according to (Muthahharah & Harjuna, 2021) as follows: a) determining the sample size as a number of populations; b) obtaining permission and approval from various parties in the institutional unit under study; c) Preparing variables d). To complete the necessary data e). compile variables and research instruments related to the research title: character education (X1), attitude cultivation (X2), and social emotional (Y). The preparation of the research instrument grids using the LIKERT scale, which is a psychometric scale commonly used in questionnaires and is the most widely used scale in survey research (Sappaile, 2007).

The data analysis that the authors use in this study uses quantitative analysis. Data analysis techniques in quantitative research using descriptive statistics and inferential statistics (often also called inductive statistics or probability statistics) are statistical techniques used to analyze sample data, and the results are applied to populations (Asrin, 2022).

The steps taken by the author in this research are as follows:

1. Validity and reliability tests are used to test the extent of the accuracy or correctness of an instrument as a measuring instrument for research variables. If the measuring instrument is valid or correct, the measurement results will definitely be correct; in other words, validity speaks of how the measuring instrument used has indeed measured what it wants to measure. (Sugiyono, 2021). Reliability test, which is oriented towards the degree of stability, consistency, predictive power, and accuracy. This test is carried out to see the suitability of the value of a questionnaire carried out by a respondent on different occasions or times with the same questionnaire.

Although reliability and validity tests seem to have different concepts, they are basically interconnected. Some things that show this relationship are:

- a. Measurements are not reliable or valid.
 - b. The measurement is reliable but not valid.
 - c. Measurement is valid but not reliable.
 - d. Measurement is valid and reliable.
2. The second stage of the analysis in this study is through the classic assumption test. This classic assumption test is a prerequisite test that is carried out before conducting further analysis of the data that has been collected. This classic assumption test is intended to produce a regression model that meets the BLUE (Best Linear Unbiased Estimator) criteria (Afrilianto et al., 2017). A regression model that meets the BLUE criteria can be used as a trusted and reliable estimator. Where the estimator is stated to be unbiased, consistent, normally distributed, and efficient to find out whether the regression model to be used has to meet the BLUE criteria, it is necessary to conduct a series of tests, namely the normality test, the multicollinearity test, and the multiplicity test.
 3. T-test to determine whether the hypothesis proposed in this study is fulfilled or not, to find out whether the effect of each independent variable is significant or not. The T-test is a regression analysis tool used to determine the effect of each independent variable used on the dependent variable (Sugiyono, 2021). Based on the output results of the T-test, the independent variable is said to have a significant effect if the significance value is smaller than 0.05.

The statistical hypotheses proposed in this paper are as follows:

- a. Formulate hypotheses and test the null hypothesis (H_0) and alternative hypothesis (H_1).
 H_0 : b_1 and $b_2 = 0$, There is no significant influence between the variables of character education (X_1) and attitude cultivation (X_2) on social development (Y).
 H_1 : b_1 and $b_2 \neq 0$, There is a significant influence between the variables of character education (X_1) and attitude cultivation (X_2) on social development (Y).
- b. Determine the real (significant) level used, namely, $\alpha = 0.05$. Furthermore, the results of the F count hypothesis are compared with the F table under the following conditions:
If $F \text{ count} \geq F \text{ table}$, then H_0 is rejected, H_1 is accepted.
If $F \text{ count} < F \text{ table}$, then H_0 is accepted, H_1 is rejected.

RESULTS AND DISCUSSION

The data collection technique used is the distribution of a number of questionnaires to a predetermined sample of 47 respondents. To facilitate the quantitative process of data, each alternative answer is given a tiered weight, which is

as follows: alternative answer a (which very often appears) is worth 5, answer b (which often appears) is worth 4, answer c (which sometimes appears) is worth 3, answer d (which never appears) is worth 2, and answer e (which never appears) is worth 1.

To provide a clearer picture, the characteristics of the description of the research variables can be described through the following grid:

1. Character Education (X_1) according to (Megawangi, 2009):

Love God and all his creations (2 statement items), Independent, disciplined, and responsible (2 statement items), honest, trustworthy, and speaking wisely (2 statement items), Respectful, polite, and a good listener (2 statement items), Generous, helpful, and cooperative (2 statement items), Confident, creative, and unyielding (1 statement item) Good and fair leader (1 statement item) Kind and humble; tolerant; peace-loving; and united (1 statement item).

Based on the results of data collection through questionnaires, the character education variable (X_1) as one of the factors that influence social and emotional development has a mean of 65,4468; a median of 65.3333; a standard deviation of 6.01740; a range of 25.00; a minimum of 50.00; and a maximum of 75.00.

2. Attitude Cultivation (X_2) according to (Agus et al., 2013).

Attitude structure, namely: cognitive component (6 statement items), affective component (5 statement items), and behavioral or conative component (4 statement items).

Based on the data collection results through questionnaires, the attitude cultivation variable (X_2), as one of the factors that influence social emotional development, has a mean of 47.7872 and a median of 45,500. Deviation 11, 20934, Range 49, 00, Minimum 24.00, and Maximum 73.00.

3. Social Development (Y) according to (Mukhlis & Mbelo, 2019) divides early childhood social-emotional development into seven dimensions, namely: self-regulation (2 statement items) Compliance (2 statement items), Communication (2 statement items), Adaptive Functioning (2 statement items), Autonomy (2 statement items), Affect/Feelings (3 statement items), Interaction with People (2 statement items)

The Social Emotional Development variable (Y), which is the dependent variable in this study, has a mean of 64.7021, and a median of 62.6364, standard deviation. Deviation 5.66037, Range 200.00, Minimum 55.00, and Maximum 75.00

Hypothesis Testing The Effect of Character Education and Attitude Cultivation Together on Social Emotional Development is as follows:

$H_0: b_1 = b_2 = 0$: there is no effect of character education and attitude cultivation on the social-emotional development of early childhood at Kartina Kindergarten, Garut Regency.

H_a : one or both $b_a \neq 0$: there is an effect of character education and attitude cultivation on the socio-emotional development of early childhood at Kartina Kindergarten, Garut Regency.

The basis for decision-making is:

- If $F_{\text{count}} < F_{\text{table}}$ then H_a is accepted
- If $F_{\text{count}} > F_{\text{table}}$ then H_a is rejected

With the help of computer processing based on SPSS calculations, we obtained a F_{count} of 53.920. While the critical price of the F_{table} value with an independent degree of numerator 2 and denominator 44 at α (0.05) is 3.21.

Table 1. Regression Residual

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	3532,528	2	1766,264	53,920	,000 ^a
Residual	1441,301	44	32,757		
Total	4973,869				

a. Predictor: (constant), X2, X1

b. Defendant variable: Y

Thus, $F_{\text{count}} (53.920) > F_{\text{table}} (3.21)$, so it is clear that H_0 is rejected and H_a is accepted. This shows that together, character education and attitude cultivation can improve social-emotional development.

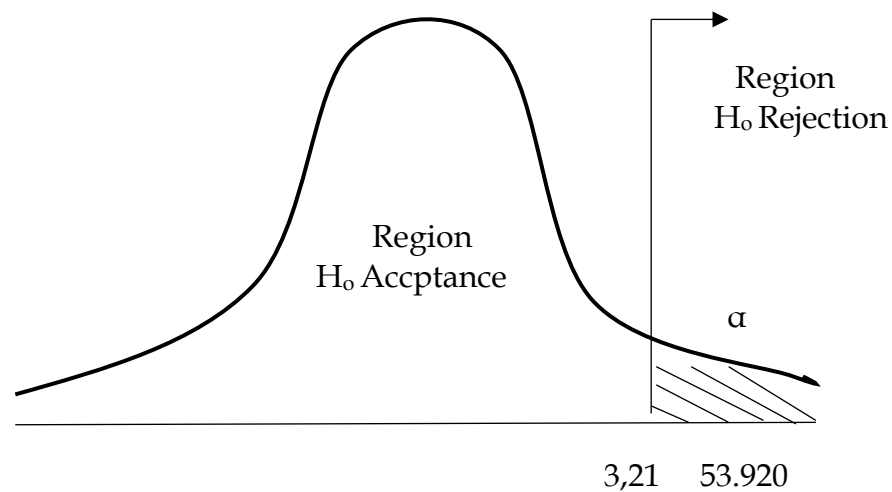


Figure 1. Distribution Hypothesis Curve

Based on the analysis that the effect of character education and attitude cultivation on early childhood social and emotional development in institutions that implement CBHE in Garut Regency is very significant, it is based on this that character education and attitude cultivation need to be optimized in improving children's social development.

In the discussion of the results of the analysis of each variable, it is shown that:

Effect of character education on social development

The correlation coefficient value of character education (X1) with social-emotional development (Y) is 0.833, meaning that the closeness of the relationship between character education and social-emotional development is 83.3%. This relationship is very strong because it is between 0.80 and 1.000, which means that if character education increases, social-emotional development also increases, or vice versa.

Erik Erikson, in his psychosocial theory, explains that social-emotional development occurs in specific stages throughout life, and good character education helps children develop social skills, self-confidence, and the ability to manage emotions. Additionally, Albert Bandura's social learning theory emphasizes that children's behavior is learned through observation, imitation, and social interaction, making character education a source of positive behavioral models for children in

building social relationships. Meanwhile, Daniel Goleman's emotional intelligence theory states that emotional intelligence—which includes self-awareness, self-regulation, motivation, empathy, and social skills—is a key factor in a person's social and emotional success.

Character education plays a crucial role in instilling moral and social values that enhance children's emotional intelligence, helping them build healthy relationships with their surroundings. Thus, based on the analysis and relevant theories, it can be concluded that character education has a significant impact on children's social-emotional development. With a correlation of 0.833, this relationship is considered very strong, meaning that the better the implementation of character education, the more optimal the child's social-emotional development. Therefore, character education should be a primary focus in the learning process, especially in school and family environments.

The influence of attitude cultivation on social development

The correlation coefficient value of attitude cultivation (X₂) with social-emotional development (Y) is 0.776, meaning that the closeness of the relationship between attitude cultivation and social-emotional development is 77.6%. This relationship is strong because it is between 0.60 and 0.7999, which means that if attitude cultivation increases, social-emotional development also increases, or vice versa.

In Erik Erikson's psychosocial theory, children's social-emotional development is influenced by their experiences in building trust, initiative, and independence, which can be strengthened through the formation of positive attitudes. Meanwhile, Albert Bandura's social learning theory emphasizes that children's attitudes are shaped by their social environment through the process of observing and imitating the behaviors of those around them. Thus, developing positive attitudes such as discipline, responsibility, and empathy will enhance children's social interactions and improve their emotional abilities.

Furthermore, Daniel Goleman's emotional intelligence theory also suggests that individuals with positive attitudes tend to have higher emotional intelligence, which contributes to their success in social relationships. With a correlation of 0.776, this relationship is considered strong, meaning that the better the formation of positive attitudes, the more optimal the child's social-emotional development. Therefore, efforts to cultivate positive attitudes should be a primary focus in education, both in schools and within the family environment.

The influence of character education and attitude cultivation on social emotional development.

The magnitude of the multiple relationship coefficient between character education and attitude cultivation and socio-emotional development is 0.856, meaning that the closeness of the relationship between character education and attitude cultivation to children's socio-emotional development is 85.6%. This relationship is very strong because it is between 0.80 and 1, 000, which means that if character education and attitude cultivation increase, socio-emotional development increases, or vice versa.

Character education helps shape moral and ethical values, while attitude formation develops habits and behaviors that support positive social relationships. Additionally, Albert Bandura's social learning theory emphasizes that children acquire social-emotional skills through observation, imitation, and reinforcement from their surroundings, which become more effective when character education and attitude formation are implemented simultaneously.

Daniel Goleman's emotional intelligence theory also highlights that the combination of character education and attitude formation contributes to enhancing children's self-awareness, emotional regulation, empathy, and social skills, which are crucial for their social-emotional development. With a correlation of 0.856, this relationship is considered very strong, indicating that the better the implementation of character education and attitude formation, the more optimal children's social-emotional development will be. Therefore, integrating character education and attitude formation should be a top priority in the education system to support balanced and sustainable social-emotional growth.

The multiple coefficient of determination (r^2) is 0.733, which means that socio-emotional development is determined by character education and attitude cultivation, and other factors influence the remaining 26.7%. With computer processing based on SPSS calculations, F_{count} is greater than F_{table} ; this shows that character education and attitude cultivation can improve the social-emotional development of early childhood at Kartina Kindergarten, Garut Regency.

These findings align with developmental theories proposed by experts such as Erik Erikson, Albert Bandura, and Daniel Goleman. Erikson, through his psychosocial theory, emphasized that social-emotional development occurs in specific stages throughout life, and good character education helps children develop social skills, confidence, and the ability to manage emotions (Erikson, 1963). Bandura, with his social learning theory, highlighted that children's behavior is learned through observation, imitation, and social interaction, making character education a source of positive behavioral models for children in building social relationships (Bandura, 2001). Goleman, through his emotional intelligence theory, stated that emotional intelligence—which includes self-awareness, self-regulation, motivation, empathy, and social skills—is a key factor in a person's social and emotional success (Goleman, 2020).

Recent research also supports the importance of character education and attitude formation in children's social-emotional development. For example, a study supported by the Princess of Wales, Kate Middleton, emphasized that quality interactions between parents and children, such as maintaining eye contact, are crucial for the development of children's communication skills. Disruptions in these interactions, referred to as "technoference," can hinder children's social and emotional development. The report also identified 30 fundamental life skills that develop during childhood and provided guidance for parents and professionals (Louise Eccles, 2025). Additionally, outdoor education programs designed to build resilience and social-emotional skills in children have shown positive results. For example, PGL, a leading outdoor education provider in the UK, offers programs that help children develop skills such as teamwork, communication, and confidence through various activities. These programs also assist students in exam preparation and the transition from primary to secondary school (Rosamund Dean, 2025).

Thus, both classical developmental theories and recent research emphasize the importance of character education and attitude formation in supporting children's social-emotional development. The effective implementation of character education and positive attitude formation can help children develop the necessary skills to succeed in social interactions and life in general. This research contributes to early childhood education by demonstrating the significant impact of character education and attitude cultivation on social-emotional development in Garut District.

CONCLUSION

This research confirms that character education and attitude cultivation play a crucial role in shaping early childhood social development in Garut District. The findings indicate a strong positive correlation between character education and social-emotional development ($r = 0.833$) as well as between attitude cultivation and social-emotional development ($r = 0.776$). When combined, their influence increases significantly ($r = 0.856$), demonstrating that these two factors greatly contribute to children's interpersonal skills, emotional intelligence, and moral behavior. The study aligns with Erikson's psychosocial theory, Bandura's social learning theory, and Goleman's emotional intelligence theory, reinforcing the idea that children learn and develop social behaviors through structured moral education, observation, and emotional regulation. Additionally, the R^2 value of 0.733 confirms that character education and attitude cultivation account for 73.3% of social-emotional development, with the remaining 26.7% influenced by other factors. Based on these findings, educators, parents, and policymakers should integrate structured character education programs into both school curricula and family environments. Doing so will enhance children's social adaptability, confidence, empathy, and communication skills, ensuring a strong foundation for their future social and emotional well-being.

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to everyone who has contributed to completing this research. First and foremost, my sincere appreciation goes to my advisors and lecturers for their invaluable guidance, insightful feedback, and continuous encouragement throughout this study. I am also grateful to the educators, parents, and students of Kartina Kindergarten in Garut District for their cooperation and participation, which made this research possible. Their willingness to share experiences and provide essential data has been instrumental in shaping the findings of this study. Thanks to my family and friends for their unwavering support, patience, and motivation. Their belief in my work has strengthened me throughout this journey. Lastly, I extend my gratitude to all individuals and institutions directly or indirectly who have contributed to this research. May this study serve as a meaningful contribution to early childhood education and benefit future research on character education and social-emotional development.

REFERENCES

- Afrilianto, A. G., Ajija, S. R., Dkk, Alabdulrazag, B., Alrajhi, A., Altman, E. I., ... Widjaja, H. A. W. (2017). Metodologi Penelitian Kualitatif. In *International Review of Management and Bussiness Research*.
- Agus, F. S., Mardapi, D., & Azwar, S. (2013). *Penskalaan Teori Klasik Instrumen Multiple*

- Intelligences. [10.21831/pep.v17i2.1699](https://doi.org/10.21831/pep.v17i2.1699)
- Aisyah Isna. (2019). Perkembangan Bahasa Anak Usia Dini. *Al-Athfal*, 2(2), 62–69. https://doi.org/10.52484/Al_Athfal.V2I1.140
- Al-Fraihat, D., Joy, M., Masa'deh, R., & Sinclair, J. (2020). Evaluating E-learning systems success: An empirical study. *Computers in Human Behavior*, 102, 67–86. <https://doi.org/10.1016/J.CHB.2019.08.004>
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(52), 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Eriksonas, E. (1963). Childhood and society. *Psichologija*, Vol. 7, pp. 99–126. New York: W.W. Norton & Company. <https://doi.org/10.15388/psichol.1987.7.9112>
- Faizah, U., Hamzah, N., Farantika, D., Utama, F., & Anggia, D. (2024). Dasar-Dasar Pendidikan Islam Anak Usia Dini. In *Penerbit Perkumpulan Pendidikan Islam Anak Usia Dini*. Yogyakarta: Penerbit Perkumpulan Pendidikan Islam Anak Usia Dini. Retrieved from [Book](#)
- Fakhriyani, D. V. (2016). Pengembangan Kreativitas Anak Usia Dini. *Wacana Didaktika*. <https://doi.org/10.31102/wacanadidaktika.4.2.193-200>
- Fatimah, S. (2017). Pendidikan dan Masyarakat. *Al Hikmah: Jurnal Studi Keislaman*. <https://doi.org/10.36835/hjsk.v7i1.3090>
- Goleman, D. (2020). What People (Still) Get Wrong About Emotional Intelligence. *Harvard Business Review*, 2–4. Retrieved From [Google Scholar](#)
- Louise Eccles. (2025). Kate charity tells parents: Look at your children, not your phone. *The Times*. Retrieved from [Web Magazine](#)
- Margono. (2012). Upaya Meningkatkan Hasil Belajar IPA Melalui Penerapan Media Gambar Digital Dalam Perangkat Teknologi Informasi (TI) Pada Siswa Kelas IV SDN Jlare Ampel Boyolali Semester 1 Pada Mata Pelajaran IPA Tahun Pelajaran 2012/2013. <https://eprints.ums.ac.id/20032/>
- Megawangi, R. (2009). Pengembangan Program Pendidikan Karakter Di Sekolah : Pengalaman Sekolah Karakter. *Jurnal Pendidikan Vokasional*, 1, 1–8. [oai:repository.ut.ac.id/2486](https://oai.repository.ut.ac.id/2486)
- Mukhlis, A., & Mbello, F. H. (2019). Analisis Perkembangan Sosial Emosional Anak Usia Dini Pada Permainan Tradisional. *Preschool : Jurnal Perkembangan Dan Pendidikan Anak Usia Dini*, 1(1), 11–28. <https://doi.org/10.18860/preschool.v1i1.8172>
- Muthahharah, I., Harjuna, H., & Bungatang, B. (2021). Peningkatan Keterampilan Guru melalui Pelatihan Analisis Data Kuantitatif. *Abdimas Langkanae*, 1(2), 68–73. <https://doi.org/10.54065/Langkanae.1.2.2021.35>
- Odekon, M. (2015). National Association for the Education of Young Children. In *The SAGE Encyclopedia of World Poverty*. <https://doi.org/10.4135/9781483345727.n572>
- Rosamund Dean. (2025). Every child can be empowered: a teacher on the school trips supercharging personal development | Anything But Textbook | The Guardian. Retrieved March 22, 2025, from [Support the Guardian website](#)
- Sappaile, B. I. (2007). *Pembobotan Butir Pernyataan Dalam Bentuk Skala Likert Dengan Pendekatan Distribusi Z Oleh : Baso Intang Sappaile*). [Researchgate](#)
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. [Book](#)
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kulaitatif, dan R&D, dan Penelitian Pendidikan)*. Alfabeta. [Book](#)

Suharyat, Y. (2009). Hubungan Antara Sikap, Minat Dan Perilaku Manusia. In *Jurnal Region* 1(3), 1-19 Retrieved from [Google Scholar](#)

Copyright Holder :

© Tina Maryani, et al., (2025).

First Publication Right :

© Journal of Childhood Development

This article is under:

CC BY SA